

DEFINING THE LEADERSHIP SKILLS OF TOMORROW'S  
FIRE SERVICE LEADERS

Strategic Management of Change

By: Hugh R. Caton

Gresham Fire & Emergency Services

Gresham, Oregon

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## ABSTRACT

The problem was that Gresham Fire & Emergency Services (GFES) had not identified the primary leadership attributes required of its executive positions. The purpose of this research was to create a list of the leadership attributes of the top executive chief officer positions. The evaluative and action research methods were used to answer the following research questions. What are the essential leadership behaviors that the union members expect of GFES executives? What are the essential leadership behaviors that managers expect of GFES executives? What does the literature say about the desirable leadership behaviors of fire service executives?

A literature search was performed that focused on corporate and fire service material that contained descriptions of leadership attributes of Fire Chiefs or Chief Executive Officers, and a simple comparative analysis of the literature was performed. To determine the leadership behaviors expected of GFES executives, a survey was administered to a sample of City of Gresham employees.

It was found that the essential leadership attributes of the Chief and Deputy Chief are the same. The final list of essential leadership attributes was developed by combining the results of the survey and literature review. They are general trustworthiness, friendly disposition, values and develops employees, general leadership, open communicator, team builder, aware of organizational culture, empowerment, ambition, strategic thinker, goal oriented, technically competent, thinks things through, interest in negotiation, and emotional stability.

The researcher recommended that the list of essential leadership attributes be validated by the organization, validated against management's vision of executive leadership, and the establishment of leadership development programs.

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## INTRODUCTION

Gresham Fire & Emergency Services (GFES) has always promoted its officers by testing the candidates for their technical skills. Very little emphasis has been placed on assessing leadership skills. The focus on technical skill development has left GFES personnel ill prepared for advancement into executive positions.

The problem is that Gresham Fire & Emergency Services has not identified the primary leadership attributes required of its executive positions. The purpose of this research is to create a list of leadership attributes for the executive chief officer positions, which can then be used to help GFES personnel prepare for future advancement. The evaluative and action research methods will be used to answer the following research questions:

1. What are the essential leadership behaviors that the GFES union members expect of their chief executives?
2. What are the essential leadership behaviors that City of Gresham managers expect of GFES executives?
3. What does the literature say about the essential or desirable leadership behaviors of fire service executives?

## BACKGROUND AND SIGNIFICANCE

Gresham Fire and Emergency Services is a municipal fire department of the City of Gresham, located in the Northwest section of Oregon. GFES serves a population of approximately 130,000 over 55 square miles covering four cities and a portion of the unincorporated rural area of East Multnomah County. The City of Gresham is considered a high-density suburb of the City of Portland.

GFES provides multi-faceted emergency services that includes fire suppression and prevention, first responder advanced life support (ALS), hazardous materials response, and confined space and high angle rescue service. The alarm volume for fiscal year 1999-2000 was 9858 incidents, with a growth rate of 5% per year. Of those incidents, 72% were medical calls, 17% fires, and 11% were other calls for service.

The department employs a total of 101 personnel. In the emergency operations division, the front line leadership and supervision is provided by Lieutenants, Captains, and Battalion Chiefs. The division is lead and managed by a Deputy Chief who reports to the Fire Chief. Three positions are considered executive level positions, the Fire Chief, the Emergency Operations Deputy Chief, and the Administrative Deputy Chief (Appendix A).

In September 1998, the Fire Chief of 15 years resigned without notice. With none of the existing personnel prepared for an executive position, the City Manager felt compelled to look outside the department to fill the vacancy.

Through an external recruitment process, a new Fire Chief was hired who subsequently resigned within five months. A second external search took place and another Chief was hired who would end up resigning within six months. A third external search did not yield a Chief. The external search process was extensive, expensive, and totally unsuccessful.

During a three year period, three Fire Chiefs and three interim Fire Chiefs managed the department. Consequently, the fire management team and the department as a whole suffered from the lack of consistent leadership.

After the third unsuccessful attempt to acquire a permanent Chief, the City Manager decided to look internally, citywide, for someone to fill the position. The search ended January 2001, when the Building Division Manager was appointed to the position of Fire Chief.

The City Manager cited the proven management and leadership skills of the new Chief as the primary reason for the unorthodox appointment. The new Chief's experience includes teaching, Chief Executive Officer of a successful publishing company, and manager of the City of Gresham building division. He holds a master's degree in education (Mortenson, 2001).

During the recruitments for Fire Chief, leadership development was cited as one of the issues that the new Chief would have to deal with. In January 2001, the new Fire Chief began working toward a philosophical shift in management, one that focuses on leadership and employee development. An example of that change was the inclusion of a leadership element in the 2001 Battalion Chief exam, and leadership components will now be included in all promotional exams. (R. Fussell, Fire Chief, personal communication, January-March 2001).

### **Course Relationship**

In the absence of leadership development, GFES could be subject to the same "revolving door chief syndrome" that was so disruptive to the organization in the past.

An emphasis on leadership development is important to the health of the organization which is, in turn, important to service delivery. In other words, the higher an individual climbs in an organization, the greater their leadership skill needs to be in order to make the organization successful (Maxwell, 1998, p. 8).

According to the course manual and instructors of the August 2001 session of the Strategic Management of Change course, leadership is a critical element of the change process. There are tools that can be used to manage change, but leadership is essential to effectively implement change. In change management, leadership is "a proactive approach to guiding change characterized by vision and the ability to use individual needs, values, emotions, etc., to achieve that vision" (National Fire Academy, Unkn, p. SM A-5).

## LITERATURE REVIEW

### **Fire Service Experience**

In his research on organizational leadership in fire service organizations, Kime (1999) identified a number of leadership attributes that, when measured organizationally, were of significance for an organization's success. According to his research, there are seven dimensions of organizational leadership: tolerance of employees challenging programs, valuing of human resources, response to failures and errors from external challenges, response to failures and errors from internal challenges, the decision-making environment, lines of communication, and the philosophy and practices for handling change. Within each of these dimensions are a number of concepts or attributes that describe the leadership of the organization.

While Kime's research focused on organizational leadership, the leadership attributes identified were the basis of the organizational approach. The key leadership attributes that he utilized to define organizational leadership were empowerment, vision, sharing decision-making, team building, open communication, strategic thinking, cultural awareness, respectful, seeks input, able to learn, focus on change leadership, is approachable, and does not micromanage (Kime, 1999).

In a research project for the Washington Township Fire Department, Leidich (1998) was given the goal of researching the standards and qualifications required for all of the fire department's leadership positions. She administered an internal and external survey to determine the qualities that were important to the Fire Chief and Assistant Chief positions. Her findings for those positions and of all management positions are attributes that focus equally on technical and leadership skills. She also asserts that the Fire Chief and Assistant Chief must have corporate

leadership qualities, while also having high level fire service technical skills.

Leidich also identified the following attributes that are applicable to all management level personnel: integrity, honesty, credibility, decision making ability, listening skills, progressive attitude, respected as a firefighter and a person, approachable, accepts personal limitations, people skills, learning skills, leader, works with people, knowledge of positions above and below, does not micromanage, is understanding, team builder, totally professional in demeanor and dress, represents high standards, delegates, career long learner, changeable, and trusts others (Leidich, 1998).

Kiefer (1998) in his study of the leadership aspects of the second-in-command found that there should be virtually no difference between the Chief and his second-in-command. This should be evidenced by whether or not the Chief can step out of the organization without any apparent impact.

Utilizing the Leader Attribute Inventory (LAI) (Appendix B), Kiefer found that “the ideal second-in-command is a dependable, sensitive, and ethical person of high integrity who accepts responsibility and is committed to the common good” (p. 76). His subjects also agreed that an effective second-in-command is a good communicator who is confident, enthusiastic, and decisive. Of the 37 leadership attributes of the LAI, Kiefer found responsibility, personal integrity, and being ethical tied for first place. While there were parts of the LAI that were more important than others, Kiefer found that all of the attributes were important to the success of the second-in-command. Additional attributes included the acceptance of high-level responsibilities, multi-tasking, budgeting, personnel administration, and a professional detachment from conflict that may seem personal.

One of the differences between the chief executive and the second-in-command is that the

second-in-command focuses more on the day-to-day operations of the organization and, therefore, has a significant influence on the policies and directions of the organization. The second-in-command may spend more time nurturing and coaching employees than the chief executive. In many cases, it was also found that the roles of the chief executive and the second-in-command were virtually interchangeable (Kiefer, 1998).

Hudiburg (1967) describes a broad set of leadership attributes that are very similar to the latest literature. Hudiburg asserts that leadership encompasses six functions: teaching, plan making, decisions, evaluation, inspiration, and supervision (p. 110). Each of these functions describes broad areas of leadership that could be translated into a number of leadership attributes. These attributes include empowerment, vision, sharing decision-making, team building, open communication, strategic thinking, relationship skills, highly motivated, loyal/trustworthy, develops others, responsible, leads by example, good supervisory skills, focus on change leadership, knows limitations, is diplomatic, and has good writing and speaking skills.

### **Corporate Experience**

Placer Dome Mining in Canada has developed two leadership models that are utilized in determining an individual's readiness for promotion as well as a development tool for future leaders. The Leadership Competency Model focuses on readiness for promotion. The Leadership Potential Model focuses on the development of leaders. In both models, the focus is placed on the attributes that have been identified for successful leadership. Individuals that meet the attributes of the Leadership Potential Model are considered for future development and eventual promotion. The Leadership Competency Model outlines the most important attributes of the successful leader.

Within their leadership models, Placer Dome has identified 11 specific leadership

attributes: vision, shared decision-making, team building, culture awareness, relationship skills, high motivation, strategic thinking, employee development, community image consciousness, goal orientation, and change leadership (Gowans, 1999, p. Tab VI, 15).

According to Wolfe (1996), leadership development starts with clear mission statements, goals, objectives, position analysis, and an encouraging climate. A climate or organizational culture is that in which leaders can develop and thrive. Wolfe has identified six of the most valuable categories of organizational climate and divided them into action and functional dimensions (Table 1).

Table 1. Leadership Development – Organizational Climate

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#### Action Dimensions

Understanding – The clarity of the organization’s policies and goals for employees and the extent to which they understand the job requirements and total responsibility.

Standards – The emphasis placed on exceptional performance and the commitment to every project.

Empowerment – Individual commitment to goal achievement and self-direction for high standards.

#### Functional Dimensions

Recognition – How people feel about receiving credit for excellent performance. Rewards are clear and timely.

Support – Teamwork: strength, respect, and support given to each other.

Accountability – Whether people feel responsible for contributions they make toward the organization’s goals. The individual’s judgment is trusted by others and initiative is encouraged.

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(Wolfe, 1996, p. 80)

In addition to organizational climate, the performance review can be a key piece of employee development. The performance review is dreaded or resented by most employees. In employee development, the review becomes the instrument by which the individual's potential is illustrated. It is then utilized to document the steps for improving leadership skills (Wolfe, 1996).

Interviews with 100 top leaders in business, education, and government advanced a new model for leadership. This model compares previous management theory to current leadership theory and suggests the need for a shift from one to the other. See Table 2 for a comparison of management vs. leadership.

Table 2. A New Model for 21<sup>st</sup> Century Leadership

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<u>Earlier Paradigm – Management</u>	<u>Current and Future Paradigm - Leadership</u>
Being a manager	Being a leader
Being a boss	Being a coach and facilitator
Controlling people	Empowering people
Centralizing authority	Distributing leadership
Micro-managing and goal setting	Aligning with broad vision and strategy
Directing with rules and regulations	Guiding with winning, shared values, and a healthy culture
Establishing “position power” and hierarchy	Building “relationship power” and networked teams

Demanding compliance	Gaining commitment
Focusing on numbers and tasks	Focusing on quality, service, and the customer
Confronting and combating	Collaborating and unifying
Stressing independence	Fostering interdependence
Encouraging “old boy” networks	Respecting, honoring, and leveraging diversity
Changing by necessity and crisis	Continuously learning and innovating
Being internally competitive	Being globally competitive
Having a narrow focus; “Me and my organization”	Having a broader focus; “My community, my society, my world”

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(McFarland, 1994, p. 345)

Korn/Ferry International and the Columbia University Graduate School of Business (1989) describe the results of an extensive international study designed to provide Chief Executive Officers (CEO) with insights into the requirements of leadership. The study was performed in 1989 with an emphasis on predicting the desirable skills and attributes of the CEO in the new millennium.

One of the results of the study, in which over 1500 executives responded, was a profile of the effective leader. Leadership attributes were broken down into four main categories which are areas of expertise, personal characteristics, management style, and background and experience. Within these areas, executives identified the most and least important skill or attribute for the CEO of the 2000's (Table 3). In addition, they found that there were four areas that required a

very high level of expertise: strategy formulation, human resource management, marketing or customer responsiveness, and negotiation/conflict resolution skills.

Table 3. Primary Qualities of the CEO

	Skill or Attribute with the Greatest Value		Skill or Attribute with the Least Value
Areas of Expertise	Visioning and Strategy		International Economics
	Human Resource Management		Media Skills
	Customer Service/Marketing		Science/Technology
	Negotiation/Conflict Resolution		Production/Operations
	Accounting/Finance		Computer Literacy
Personal Characteristics	Ethical	Creative	Tough
	Enthusiastic	Open-minded	Personable
	Intelligent	Inspiring	Patient
	Energetic	Encouraging	Dignified
	Analytic	Loyal	Conservative
	Physically Fit	Organized	
	Risk-taking	Diplomatic	
	Intuitive	Collaborative	
Management Style	Conveys Vision		Visits Operations
	Performance = Compensation		Participates in Community
	Emphasizes Ethics		Rewards Loyalty
	Communicates W/Employees		Uses Consultants

	Promotes Employee Develop.	Makes All Decisions
Background	Business Education (BS, MBA)	Liberal & Technical Studies
	Marketing	Operations/Production
	Finance	Accounting
(Korn/Ferry, 1989)		

## PROCEDURES

### **Literature Review**

The initial literature review was performed at the National Fire Academy in the Learning Resource Center. This search focused on fire service material that contained descriptions of leadership attributes of Fire Chiefs or Chief Executive Officers and was not restricted by date. Most of the literature selected was based on original research or material that was created for an organization's development. Journal articles and Executive Fire Officer applied research projects over five years old were subsequently rejected.

Additional literature was found via the Internet using the World Cat search tool and the Multnomah County Library, Portland, Oregon. The researcher used the same criteria as before, but limited the search to literature no more than five years old. During one search, the researcher accidentally forgot to include the date criteria and the search yielded the fire service leadership book by Hudiburg dated 1967.

The search for fire service leadership attributes yielded limited results and prompted the researcher to perform a search for literature of corporate/executive leadership attributes with a date range limitation of 1996 to the present. This search yielded a broad spectrum of literature, most of which was not original research. The literature selected for review contained

descriptions of leadership attributes that were developed as a result of original research or organizational development. The research document from Korn/Ferry International (1989) was part of the material found at the National Fire Academy during the initial literature search.

Finally, two additional pieces of literature by Maxwell (1998, 1999) were included. One of these books, The 21 Indispensable Qualities of a Leader is recommended reading for GFES officers, Captain and above, and time is provided during meetings to discuss the elements of leadership illustrated in the text.

A simple comparative analysis of the literature was performed and is reflected in the chart in Appendix F. The purpose of this analysis is to assist the researcher in determining the most apparent leadership attributes for executive positions in the fire service. Each of the most important leadership attributes identified in the literature were listed by author. Then the number of times an attribute was identified was totaled in the right hand column.

### **Survey**

A survey was administered within the City of Gresham to determine what is considered to be the essential leadership attributes of the Fire Chief and the Deputy Chief. The survey instrument (Appendix C) was utilized because of its focus on leadership attributes.

The survey was developed and validated by a group of industrial/organizational psychologists. The purpose of this instrument is to supplement a job analysis with an inventory of attributes that if performed well, can add to an individual's success or effectiveness on the job. (David M. Cory, personal communication, November, 2001).

The survey contains 113 questions representing 13 major attributes: general trustworthiness, general leadership, tendency to think things through, ambition, friendly disposition, interest in negotiation, emotional stability, adherence to a work ethic, sensitivity to

interests of others, desire to generate ideas, thoroughness and attentiveness to details, cooperative and collaborative work tendency, and cognitive skills and control.

The researcher has a working relationship with David M. Cory, Ph.D., one of the authors of the instrument. Dr. Cory provides consulting services to the City of Gresham regarding employee selection and leadership development. He gave permission to utilize the survey instrument for this research project (personal communication, November, 2001).

The goal of the researcher was to determine which leadership attributes are important to managers and Fire Department union members within the City of Gresham. Most of the participants in the survey were selected at random, by simply being available to perform the survey on the day that the researcher asked them to do so. A total of 22 personnel were surveyed, 13 union members and nine management personnel. Of the union members, two Captains, two Lieutenants, and nine firefighters were randomly selected from 81 officers and firefighters. The management personnel randomly selected were two of six department heads and the Mayor. Also selected for participation were the Chief, Deputy Chief, City Manager, an Administrative Assistant, a Battalion Chief, and a Human Resources Analyst.

The researcher acknowledges the limitations of the survey. First, the survey was a sample of the total population and is therefore a composite of their opinions. Second, the survey instrument itself is not specifically a leadership attribute inventory. While the survey may have limitations, it is readily available, already validated, and the survey questions speak to many of the leadership attributes found in the literature review.

The survey asked the respondent to answer a question in one of three ways: Not Required, Helpful, or Essential. When tabulating the results of the survey, each response is given a value of 0, 1, or 2. The answers are scored as: Not Required = 0; Helpful = 1; and Essential = 2. An

average is taken of the responses to each question and an average is taken of each set of questions.

Behaviors that receive an average score of 1.5 or greater are considered essential behaviors. Scores that average below 1.5, but greater than 1, are considered helpful. Scores below 1 are behaviors that are not required. These numbers are somewhat arbitrary, but in the opinion of Dr. Cory, they fairly represent the opinion of the respondents in the aggregate (personal communication, November 27, 2001).

## RESULTS

### **Answers to Research Questions**

#### **Research Question 1.**

The GFES union members felt that the essential leadership attributes of the Chief (Appendix D) and Deputy Chief (Appendix E) are basically the same. However, the order and magnitude of their importance is slightly different (Tables 4 & 5). The union members found the most important attribute to be the general trustworthiness of the people holding those positions. The questions dealing with general trustworthiness speak to both the trust placed in the individual holding the position as well as dealing honestly with coworkers and the public.

Second, and also important to both positions, is general leadership. This set of questions deals with motivating personnel to perform effectively and accept change. Group leadership, delegation, and decision-making are also queried.

The next two attributes are switched for the Chief and Deputy Chief. The third most important attribute for the Chief is the tendency to think things through. This set of questions dealt with problem solving, evaluating options, soliciting other points of view, and basing

decisions on fact.

Interest in negotiation is the Deputy Chief's third most important attribute. This set of questions deals with internal and external negotiation. Externally, negotiation is important to the work unit when seeking a fair share of resources. Internally, negotiation is important to the resolution of disputes.

The last two attributes that union members found essential are friendly disposition and ambition which are again switched for both positions. A friendly disposition speaks to interactions with employees, as well as citizens, and the ability to interact in a friendly and courteous manner. Ambition is how a person excels or meet challenges.

Table 4. Fire Chief Essential Leadership Attributes – Union

Question Set	Chief Attributes	Score
7	General Trustworthiness	1.81
1	General Leadership	1.65
12	Tendency to Think Things Through	1.58
2	Interest in Negotiation	1.58
4	Friendly Disposition	1.57
3	Ambition	1.56

Table 5. Deputy Chief Essential Leadership Attributes - Union

Question Set	Deputy Chief Attributes	Score
7	General Trustworthiness	1.82
1	General Leadership	1.68
2	Interest in Negotiation	1.68

12	Tendency to Think Things Through	1.63
3	Ambition	1.52
4	Friendly Disposition	1.51

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In addition to the essential leadership attributes, the following leadership attributes were rated as helpful for the Fire Chief and Deputy Chief: emotional stability, adherence to a work ethic, sensitivity to interests of others, the desire to generate ideas, thoroughness and attentiveness to details, and a cooperative and collaborative work tendency.

### **Research Question 2.**

The set of attributes that management feels is important is similar to those of the union group. General trustworthiness, general leadership, tendency to think things through, and ambition were the top four essential leadership attributes selected by executives and managers from various City of Gresham departments. The four top attributes were the same for the Chief and Deputy Chief, but there was one additional attribute selected for the Deputy Chief, emotional stability.

The questions in the emotional stability group set speak to the individual's ability to adapt to changes, and to keep their cool when confronted with conflict, stress, and danger.

Table 6. Fire Chief Essential Leadership Attributes –  
Management

Question Set	Chief Attributes	Score
7	General Trustworthiness	1.73
1	General Leadership	1.71
12	Tendency to Think Things Through	1.68

3	Ambition	1.65
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Table 7. Deputy Chief Essential Leadership Attributes – Management

Question Set	Deputy Chief Attributes	Score
1	General Leadership	1.79
7	General Trustworthiness	1.70
12	Tendency to Think Things Through	1.60
3	Ambition	1.58
10	Emotional Stability	1.53

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In addition to the essential leadership attributes selected by managers, all of the remaining attributes were rated as helpful for the Fire Chief and Deputy Chief. They are adherence to a work ethic, sensitivity to interests of others, the desire to generate ideas, friendly disposition, an interest in negotiation, a cooperative and collaborative work tendency, and for the Deputy Chief, thoroughness and attentiveness to details.

### **Research Question 3.**

Appendix F compares the leadership attributes found in the nine selected pieces of literature. The ability to build relationships and respect were the top attributes found consistently in the literature. Of the nine selected pieces, eight also identified valuing and development of employees as an important attribute.

Five to seven pieces of literature identified the following leadership attributes: having vision, seeks input or shares decision-making, open communicator, team builder, aware of the organizations culture, empowerment, ethical/honest, self motivated, strategic thinker, goal

oriented, technically competent, ability to learn, and is loyal and trusting.

Attributes that were identified in the literature less than five times were not considered essential for the purposes of this research. As in the survey, the remaining attributes, while not essential, may be helpful to the Chief or Deputy Chief.

### **GFES Leadership Attributes**

The process of determining the list of essential leadership attributes for GFES is one of combining the results of the survey and the attributes discovered during the literature review. The leadership attributes identified by the survey are only slightly different for the Chief and Deputy Chief, and the ranking and weight of each attribute is similar. Therefore, the researcher has determined that the attributes can be combined for both positions (Table 8.).

Table 8. Composite Scores – Essential Leadership Attributes

	Chief	D/C
General Trustworthiness	1.78	1.79
General Leadership	1.67	1.73
Tendency to Think Things Through	1.62	1.64
Ambition	1.60	1.55
Friendly Disposition	1.54	1.45
Interest in Negotiation	1.53	1.58
Emotional Stability	1.45	1.51

The leadership attributes identified in the literature review are similar to those identified in the combined results of the survey, both of which are compared in Appendix G. The final list of essential leadership attributes for the GFES Chief and Deputy Chief were established by

combining both sets of results (Appendix H).

## DISCUSSION

It was interesting to note that several of the authors reviewed in the fire service literature listed corporate attributes as being the same as those required of the Fire Chief. Nearly 35 years ago, Hudiburg (1967) said, “leadership is the same in business, industry, or in the Fire Service” (p. 12). Kiefer (1998) made a comparison between fire service leadership attributes and those of executives in higher education. Likewise, Leidich (1998) found that that the leadership attributes of the Chief and Assistant Chief were very similar to those of “corporate executives” (p. Section 25).

Kiefer (1998) also compared the leadership attributes of the second-in-command in the fire service to those of the Chief. He found that there was practically no difference between the attributes of the Chief and the second-in-command. Leidich (1998) also found that the leadership attributes of the Chief and Assistant Chief were essentially the same.

The leadership survey utilized in this research found the leadership attributes of the Chief and Deputy Chief to be essentially the same. Consequently, the researcher has concluded that in a very broad sense, many leadership attributes are the same for most executive positions in the fire service.

The researcher has also concluded that there may be an essential set of leadership attributes that are important to a specific organization. For instance, the most important leadership attribute identified from the City of Gresham survey was general trustworthiness. This attribute is similar to several of the attributes identified in both the fire service and corporate literature. Conversely, the literature review identified the valuing and development of employees as the

second most important attribute, but this attribute was not found to be essential by the individuals that were surveyed.

The essential leadership attributes identified in this research have been shown to be important for any executive position and are just as important for GFES executives. Furthermore, it is the opinion of the researcher that no single essential attribute is more important than another. In fact, it is likely that most of these attributes are somewhat interdependent.

## RECOMMENDATIONS

“First, we must give more than token recognition to the axiom that an organization’s most valuable asset is its people. We must act on it, because the strength and depth of an organization’s leadership will determine its future” (Korn/Ferry, 1989, p. 5).

The list of essential leadership attributes (Appendix H) for Fire Chief and Deputy Chief can be utilized to form the basis for future development and preparation of GFES personnel for succession to executive positions. Before leadership development or the utilization of the identified attributes can take place, the researcher recommends the following:

1. *Organizational validation of the list of essential leadership attributes.* The attributes listed in Appendix H represent a combination of attributes found in the literature and the results of a survey. Further validation is necessary to ensure their organizational applicability.
2. *Validation of the essential leadership attributes against vision.* The GFES executives need to validate the list of essential leadership attributes in Appendix H against their vision of the ideal executive fire officer.
3. *Establish a formal executive leadership development program.* Further study is

necessary to create a methodology for measuring individual leadership attributes and creating an individualized leadership development program. The list of attributes developed in this research, when validated, will form the cornerstone for an executive leadership development program.

4. *Extend leadership development to all ranks in the department.* Research should be performed to determine the essential leadership attributes for all levels throughout the department.

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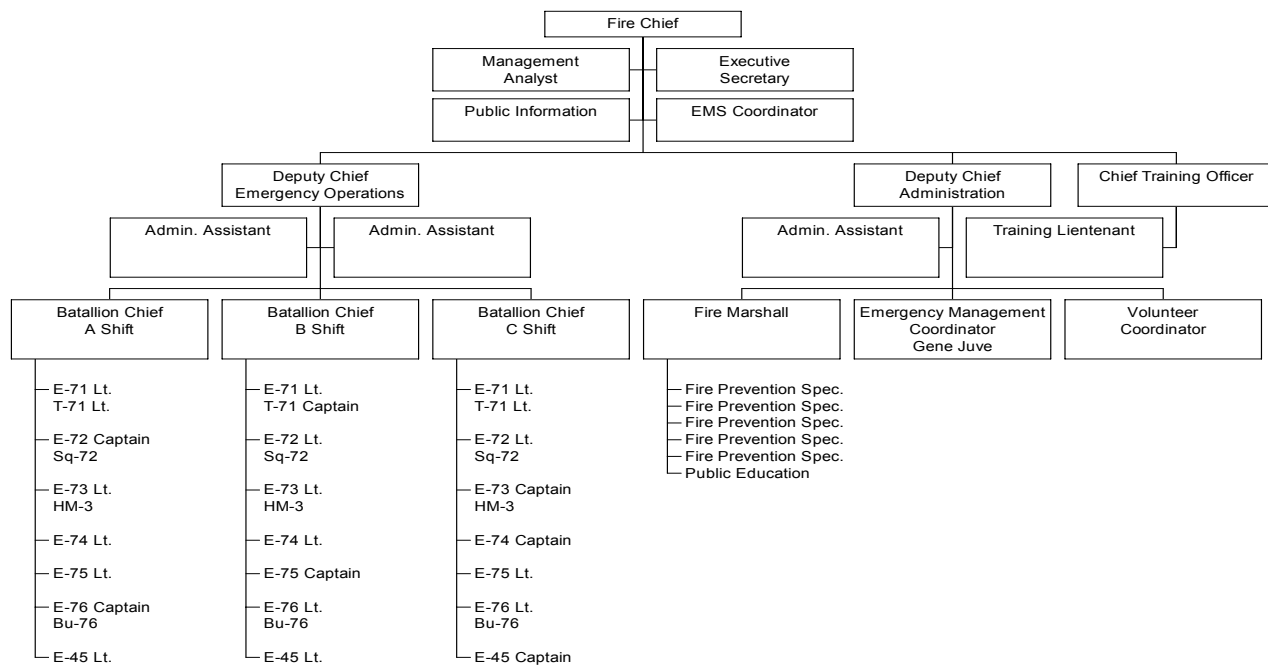
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## APPENDIX A

**Gresham Fire & Emergency Services  
Organization Chart**



## APPENDIX B

Leader Attribute Inventory

Please circle the response which best describes the importance of each attribute for the second-in-command.

	Very Important	Important	Somewhat Important	Not Important
1. Energetic with stamina	3	2	1	0
2. Insightful	3	2	1	0
3. Adaptable	3	2	1	0
4. Visionary	3	2	1	0
5. Tolerant of ambiguity	3	2	1	0
6. Achievement-oriented	3	2	1	0
7. Accountable	3	2	1	0
8. Initiating	3	2	1	0
9. Confident/accepting self	3	2	1	0
10. Willing to accept responsibility	3	2	1	0
11. Persistent	3	2	1	0
12. Enthusiastic/optimistic	3	2	1	0
13. Tolerant of frustration	3	2	1	0
14. Dependable/reliable	3	2	1	0
15. Courageous, risk-taker	3	2	1	0
16. Even disposition	3	2	1	0
17. Committed to common good	3	2	1	0
18. Personal integrity	3	2	1	0
19. Intelligent	3	2	1	0
20. Ethical	3	2	1	0
21. Communication	3	2	1	0
22. Sensitivity, respect	3	2	1	0
23. Motivating others	3	2	1	0
24. Networking	3	2	1	0
25. Planning	3	2	1	0
26. Delegating	3	2	1	0
27. Organizing	3	2	1	0
28. Team building	3	2	1	0
29. Coaching	3	2	1	0
30. Conflict management	3	2	1	0
31. Time management	3	2	1	0
32. Stress management	3	2	1	0
33. Leadership styles	3	2	1	0
34. Ideological beliefs	3	2	1	0
35. Decision-making	3	2	1	0
36. Problem-solving	3	2	1	0
37. Information management	3	2	1	0

(Kiefer, 1998, p. 176)

## APPENDIX C

## BEHAVIORAL POSITION REQUIREMENTS FORM FOR PUBLIC SAFETY EMPLOYEES

by Mark J. Schmit, Ph.D., Robert M. Guion, Ph.D., Patrick H. Raymark, Ph.D. & David M. Corey, Ph.D.  
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Job or position: Fire Chief/Deputy Chief Date: \_\_\_\_\_

Please indicate whether this form was completed by the incumbent whose position is named above, by the incumbent's supervisor, by another person, or by a panel of incumbents [check and give name(s)]:

- (Supervisor) \_\_\_\_\_
- (Incumbent) \_\_\_\_\_
- (Other) \_\_\_\_\_ Title: \_\_\_\_\_
- (Panel) \_\_\_\_\_ Title: \_\_\_\_\_
- \_\_\_\_\_ Title: \_\_\_\_\_
- \_\_\_\_\_ Title: \_\_\_\_\_

This inventory is a list of statements used to describe jobs or individual positions. It is intended to be a supplement to a more detailed and specific job analysis. It is an inventory of "general" position requirements. These position requirements are general in that they are things most people can do; most of them can be done without special training or unique abilities. Even so, some of them are things that can, if done well, add to success or effectiveness in the position or job. Some of them may be things that should be left for others to do (that is, not part of this position's requirements).

Each item in this inventory begins with the words, "Effective performance in this position requires the person to ...". Each item is one way to finish the sentence. The finished sentences describe things some people, in some jobs, should do. An item may be true for the position or job named above, or it may not be.

There are 13 sets of items. The items included in a set are intended to describe somewhat similar position requirements.

For each item, decide which of these statements best describes the accuracy of the item for the position being analyzed:

- Doing this is ***not a requirement*** for this position (Not Required)
- Doing this ***helps*** one perform successfully in this position (Helpful)
- Doing this is ***essential*** for successful performance in this position (Essential)

Show which of these describes the importance of the statement for your position by placing a check mark in the box under "Not Required," "Helpful," or "Essential."

**Additional instructions:** Please provide answers for Fire Chief in black ink, then please go back through the form and provide answers for Deputy Chief in a contrasting color.

---

EFFECTIVE PERFORMANCE IN THIS POSITION REQUIRES THE  
PERSON TO:

---

Not  
Required

Helpful

Essential

---

**Set 1**

- |    |  |                          |                          |                          |
|----|--|--------------------------|--------------------------|--------------------------|
| 1. | lead group activities through exercise of power or authority.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | take control in group situations.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | initiate change within the person's work group or areas to enhance productivity or performance.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | motivate people to accept change.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | motivate others to perform effectively.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | persuade co-workers or subordinates to take actions (that at first they may not want to take) to maintain work effectiveness or accomplish a goal. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | take charge in unusual or emergency situations.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | delegate to others the authority to get something done.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | make decisions when required or requested.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Set 2**

- |     |   |                          |                          |                          |
|-----|---|--------------------------|--------------------------|--------------------------|
| 10. | negotiate on behalf of the work unit for a fair share of organizational resources.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | help people in work groups settle interpersonal conflicts that interfere with group functioning.    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | help settle work-related problems, complaints, or disputes among employees or organizational units. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | mediate and resolve disputes at individual, group, or organizational levels.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | negotiate with people within the organization to achieve a consensus on a proposed action.          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. | mediate and resolve conflict situations.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- 

[Turn to the next page]

EFFECTIVE PERFORMANCE IN THIS POSITION REQUIRES THE PERSON TO:		Not Required	Helpful	Essential
16.	compromise to achieve organizational goals, even at a cost to personal or work unit advantage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	settle disputes among subordinates or coworkers through negotiations and compromise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	work with dissatisfied citizens or service recipients to achieve a mutually agreeable solution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	negotiate with people outside the organization to gain something of value to the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	negotiate with people outside the organization to settle conflict on behalf of the organization through agreement, synthesis, or compromise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Set 3</b>				
21.	work beyond the established or ordinary work period to accomplish objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	work to excel rather than work to perform assigned tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	try always to do the best possible work, not settling for work that is merely "good enough."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	find ways to excel by improving the way work is done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	improve one's performance by analyzing prior mistakes or problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	persevere in the pursuit of his or her own work goals even when unsuccessful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	establish and meet challenging personal deadlines for reports or other work products.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	seek challenging tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Set 4</b>				
29.	interact with others in situations where he or she is representing the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	represent and promote the organization in contacts away from work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EFFECTIVE PERFORMANCE IN THIS POSITION REQUIRES THE PERSON TO:		Not Required	Helpful	Essential
31.	arrange and host work-related social activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32.	please citizens and other service recipients through friendly interactions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33.	interact with citizens, other service recipients, or other employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34.	start conversations with strangers easily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35.	interact with others in a courteous, friendly manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Set 5</b>				
36.	listen attentively to the work-related problems of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.	give constructive criticisms tactfully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.	deal gently with the feelings of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39.	work compassionately with dissatisfied citizens or other recipients of services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40.	help, advise, and encourage people who are new to the organization or to a particular position in it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41.	be considerate when duties lead to physical or emotional pain or discomfort of others (e.g., while administering emergency medical assistance, giving death notifications, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42.	listen attentively to the family and/or emotional problems of people seen in the course of one's work (e.g., citizens, recipients of services, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43.	take the time needed to provide sensitive care for children, the elderly, or others who cannot help themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Set 6</b>				
44.	work in pairs or small groups where each person's work is dependent on or influenced by the work of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45.	work as part of an interacting work group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EFFECTIVE PERFORMANCE IN THIS POSITION REQUIRES THE PERSON TO:		Not Required	Helpful	Essential
46.	work with one or more co-workers to complete assigned tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47.	collaborate with other employees to achieve goals as a group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48.	help co-workers solve work-related problems or reach common goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49.	provide assistance to citizens or other service recipients throughout the work day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50.	assist others when needed, even when some personal sacrifice is involved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51.	help find solutions for the work-related problems of employees or citizens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52.	voluntarily assist co-workers with their work when the person's own workload permits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Set 7</b>				
53.	avoid temptations inherent in the job for behavior that breaches ethical standards of the organization and/or profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54.	refuse to share or release confidential information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55.	make commitments and follow through on them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56.	keep one's word about doing things, even when it is inconvenient or unpleasant to do so.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57.	have access to confidential information while resisting temptations to use it for personal purposes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58.	deal honestly with citizens, employees, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59.	safeguard the property of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60.	have access to valuables or substantial sums of money while resisting temptations to use it for personal purposes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61.	testify credibly and accurately in court.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EFFECTIVE PERFORMANCE IN THIS POSITION REQUIRES THE PERSON TO:		Not Required	Helpful	Essential
62.	prepare credible and accurate sworn affidavits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Set 8</b>				
63.	see things that need to be done and do them without waiting for instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64.	work until task is done rather than stopping at quitting time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65.	meet specified deadlines for completion of work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66.	arrive at appointment on time or ahead of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67.	work effectively and consistently, with little or no supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68.	follow instructions or orders even when disagreeing with them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69.	work in personal isolation for long periods of time without a substantial drop in performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70.	follow established work schedules and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71.	work under conditions that may be physically uncomfortable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72.	conform to limitations and constraints on work and off-duty conduct in the interest of the organization's needs and reputation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Set 9</b>				
73.	examine all aspects of written reports to be sure that nothing has been omitted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74.	inspect his or her own work (or the work of co-workers or subordinates) carefully and in detail.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75.	be a stickler for detail in reports, proofreading, planning or other job activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76.	remain attentive to details over extended periods of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EFFECTIVE PERFORMANCE IN THIS POSITION REQUIRES THE PERSON TO:		Not Required	Helpful	Essential
77.	attend to details in working, or in planning work, to minimize glitches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78.	study all detailed aspects of projects to understand them fully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79.	attend to all aspects of projects and activities to be sure they are completed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80.	review all relevant information about previous projects to be sure that planning for new ones considers important prior experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
81.	give close attention to every facet of duties of the position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Set 10</b>				
82.	adapt easily to changes in work procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
83.	keep cool when confronted with conflicts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
84.	accept unplanned changes to work schedules or priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
85.	keep cool in emotionally stressful situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
86.	remain calm when questioned, criticized, or confronted by citizens, service recipients, or people in the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
87.	stay cool in responding to potentially dangerous situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
88.	perform effectively in environments where people are capable of violence, where even violent deaths may be anticipated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
89.	remain calm in a crisis situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Set 11</b>				
90.	present unconventional ways to do things that decrease costs or improve work effectiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
91.	help develop solutions for the work-related problems of employees or citizens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EFFECTIVE PERFORMANCE IN THIS POSITION REQUIRES THE PERSON TO:		Not Required	Helpful	Essential
92.	develop innovative approaches to old everyday problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
93.	suggest alternative conclusions when presented with results that seem to suggest only one possible conclusion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
94.	develop unusual or unique approaches to working with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
95.	suggest new areas of expansion of the organization's products or services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
96.	suggest new services or programs to meet the needs of citizens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
97.	find ways to improve the way work is done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
98.	develop or suggest creative or original ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Set 12</b>				
99.	solve complex problems one step at a time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
100.	analyze past mistakes when faced with similar problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
101.	critically evaluate information presented to support a proposed decision or course of action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
102.	identify and evaluate options before taking action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
103.	solicit and consider differing options or points of view before making a decision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
104.	make decisions or take actions only after considering their long term implications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
105.	base decisions on facts, logic, experience, and/or intuition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Set 13</b>				
106.	apply memorized information in stressful circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EFFECTIVE PERFORMANCE IN THIS POSITION REQUIRES THE PERSON TO:		Not Required	Helpful	Essential
107.	accurately recall significant details of an event that has occurred within the past 12 hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
108.	attend to auditory information while performing other duties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
109.	prepare written reports without substantial spelling errors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
110.	prepare written reports without substantial errors in use of language and/or problems in readability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
111.	read and comprehend complex written information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
112.	analyze problems and attend to details in the face of noise and other distractions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
113.	step into a complex situation involving several people and figure out what probably happened before he or she arrived and what will likely happen as the situation unfolds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## APPENDIX D

**SURVEY RESULTS: ESSENTIAL LEADERSHIP BEHAVIORS  
FOR FIRE CHIEF**

<b>Question Set</b>	<b>Attribute</b>	<b>Composite</b>	<b>Union</b>	<b>Management</b>
7	General Trustworthiness	1.78	1.81	1.73
1	General Leadership	1.67	1.65	1.71
12	Tendency to Think Things Through	1.62	1.58	1.68
3	Ambition	1.60	1.56	1.65
4	Friendly Disposition	1.54	1.57	1.49
2	Interest in Negotiation	1.53	1.58	1.45
10	Emotional Stability	1.45	1.43	1.49
8	Adherence to a Work Ethic	1.39	1.41	1.36
5	Sensitivity to Interests of Others	1.31	1.25	1.40
11	Desire to Generate Ideas	1.28	1.26	1.31
9	Thoroughness and Attentiveness to Details	1.27	1.36	1.15
6	Cooperative and Collaborative Work Tendency	1.26	1.32	1.17
13	Cognitive Skills and Control	1.11	1.15	1.04

**- Survey Results -  
Essential Leadership Attributes For Fire Chief  
Specific Questions Sorted by Score**

	<b>Score</b>
9. make decisions when required or requested.	2.00
55. make commitments and follow through on them.	2.00
58. deal honestly with citizens, employees, etc.	2.00
8. delegate to others the authority to get something done.	1.95
53. avoid temptations inherent in the job for behavior that breaches ethical standards of the organization and/or profession.	1.95
54. refuse to share or release confidential information.	1.95
56. keep one's word about doing things, even when it is inconvenient or unpleasant to do so.	1.95
57. have access to confidential information while resisting temptations to use it for personal purposes.	1.95
19. negotiate with people outside the organization to gain something of value to the organization.	1.91
29. interact with others in situations where he or she is representing the organization.	1.91
67. work effectively and consistently, with little or no supervision.	1.91
102. identify and evaluate options before taking action.	1.86
20. negotiate with people outside the organization to settle conflict on behalf of the organization through agreement, synthesis, or compromise.	1.82
30. represent and promote the organization in contacts away from work.	1.82
35. interact with others in a courteous, friendly manner.	1.82
5. motivate others to perform effectively.	1.77
23. try always to do the best possible work, not settling for work that is merely "good enough."	1.77
25. improve one's performance by analyzing prior mistakes or problems.	1.76
4. motivate people to accept change.	1.73

18. work with dissatisfied citizens or service recipients to achieve a mutually agreeable solution.	1.73
22. work to excel rather than work to perform assigned tasks.	1.73
33. interact with citizens, other service recipients, or other employees.	1.73
63. see things that need to be done and do them without waiting for instructions.	1.73
83. keep cool when confronted with conflicts.	1.73
10. negotiate on behalf of the work unit for a fair share of organizational resources.	1.68
65. meet specified deadlines for completion of work.	1.68
6. persuade co-workers or subordinates to take actions (that at first they may not want to take) to maintain work effectiveness or accomplish a goal.	1.68
101. critically evaluate information presented to support a proposed decision or course of action.	1.68
105. base decisions on facts, logic, experience, and/or intuition.	1.68
111. read and comprehend complex written information.	1.68
26. persevere in the pursuit of his or her own work goals even when unsuccessful.	1.67
24. find ways to excel by improving the way work is done.	1.64
32. please citizens and other service recipients through friendly interactions.	1.64
47. collaborate with other employees to achieve goals as a group.	1.64
86. remain calm when questioned, criticized, or confronted by citizens, service recipients, or people in the organization.	1.64
104. make decisions or take actions only after considering their long term implications.	1.64
66. arrive at appointment on time or ahead of time.	1.59
13. mediate and resolve disputes at individual, group, or organizational levels.	1.59
14. negotiate with people within the organization to achieve a consensus on a proposed action.	1.59
37. give constructive criticisms tactfully.	1.59
45. work as part of an interacting work group.	1.59
59. safeguard the property of others.	1.59
60. have access to valuables or substantial sums of money while resisting temptations to use it for personal purposes.	1.59
61. testify credibly and accurately in court.	1.59
103. solicit and consider differing options or points of view before making a decision.	1.59
72. conform to limitations and constraints on work and off-duty conduct in the interest of the organization's needs and reputation.	1.55
2. take control in group situations.	1.55
3. initiate change within the person's work group or areas to enhance productivity or performance.	1.55
21. work beyond the established or ordinary work period to accomplish objectives.	1.55
89. remain calm in a crisis situation.	1.55
100. analyze past mistakes when faced with similar problems.	1.55
15. mediate and resolve conflict situations.	1.50
39. work compassionately with dissatisfied citizens or other recipients of services.	1.50
48. help co-workers solve work-related problems or reach common goals.	1.50
85. keep cool in emotionally stressful situations.	1.50
27. establish and meet challenging personal deadlines for reports or other work products.	1.48
1. lead group activities through exercise of power or authority.	1.48
84. accept unplanned changes to work schedules or priorities.	1.45
46. work with one or more co-workers to complete assigned tasks.	1.45
36. listen attentively to the work-related problems of others.	1.41

40. help, advise, and encourage people who are new to the organization or to a particular position in it.	1.41
76. remain attentive to details over extended periods of time.	1.41
96. suggest new services or programs to meet the needs of citizens.	1.41
7. take charge in unusual or emergency situations.	1.36
12. help settle work-related problems, complaints, or disputes among employees or organizational units.	1.36
64. work until task is done rather than stopping at quitting time.	1.36
77. attend to details in working, or in planning work, to minimize glitches.	1.36
80. review all relevant information about previous projects to be sure that planning for new ones considers important prior experiences.	1.36
87. stay cool in responding to potentially dangerous situations.	1.36
92. develop innovative approaches to old everyday problems.	1.36
98. develop or suggest creative or original ideas.	1.36
99. solve complex problems one step at a time.	1.36
110. prepare written reports without substantial errors in use of language and/or problems in readability.	1.36
16. compromise to achieve organizational goals, even at a cost to personal or work unit advantage.	1.33
91. help develop solutions for the work-related problems of employees or citizens.	1.32
41. be considerate when duties lead to physical or emotional pain or discomfort of others (e.g., while administering emergency medical assistance, giving death notifications, etc.)	1.32
82. adapt easily to changes in work procedures.	1.32
95. suggest new areas of expansion of the organization's products or services.	1.32
97. find ways to improve the way work is done.	1.32
78. study all detailed aspects of projects to understand them fully.	1.29
70. follow established work schedules and procedures.	1.27
73. examine all aspects of written reports to be sure that nothing has been omitted.	1.27
74. inspect his or her own work (or the work of co-workers or subordinates) carefully and in detail.	1.27
90. present unconventional ways to do things that decrease costs or improve work effectiveness.	1.27
34. start conversations with strangers easily.	1.27
51. help find solutions for the work-related problems of employees or citizens.	1.27
81. give close attention to every facet of duties of the position.	1.27
93. suggest alternative conclusions when presented with results that seem to suggest only one possible conclusion.	1.27
109. prepare written reports without substantial spelling errors.	1.27
44. work in pairs or small groups where each person's work is dependent on or influenced by the work of others.	1.24
17. settle disputes among subordinates or coworkers through negotiations and compromise.	1.23
75. be a stickler for detail in reports, proofreading, planning or other job activities.	1.23
50. assist others when needed, even when some personal sacrifice is involved.	1.23
69. work in personal isolation for long periods of time without a substantial drop in performance.	1.23
28. seek challenging tasks.	1.19
38. deal gently with the feelings of others.	1.18
62. prepare credible and accurate sworn affidavits.	1.18
42. listen attentively to the family and/or emotional problems of people seen in the course of one's work (e.g., citizens, recipients of services, etc.)	1.14
88. perform effectively in environments where people are capable of violence, where even violent deaths may be anticipated.	1.09

11. help people in work groups settle interpersonal conflicts that interfere with group functioning.	1.05
112. analyze problems and attend to details in the face of noise and other distractions.	1.05
68. follow instructions or orders even when disagreeing with them.	1.00
79. attend to all aspects of projects and activities to be sure they are completed.	1.00
113. step into a complex situation involving several people and figure out what probably happened before he or she arrived and what will likely happen as the situation unfolds.	1.00
43. take the time needed to provide sensitive care for children, the elderly, or others who cannot help themselves.	0.95
107. accurately recall significant details of an event that has occurred within the past 12 hours.	0.95
94. develop unusual or unique approaches to working with others.	0.91
106. apply memorized information in stressful circumstances.	0.86
49. provide assistance to citizens or other service recipients throughout the work day.	0.77
108. attend to auditory information while performing other duties.	0.68
52. voluntarily assist co-workers with their work when the person's own workload permits.	0.64
31. arrange and host work-related social activities.	0.59
71. work under conditions that may be physically uncomfortable.	0.55

## APPENDIX E

## SURVEY RESULTS: ESSENTIAL LEADERSHIP BEHAVIORS

## FOR DEPUTY CHIEF

Question Set	Attribute	Composite	Union	Management
7	General Trustworthiness	1.79	1.82	1.70
1	General Leadership	1.73	1.68	1.79
12	Tendency to Think Things Through	1.64	1.63	1.60
2	Interest in Negotiation	1.58	1.68	1.39
3	Ambition	1.55	1.52	1.58
10	Emotional Stability	1.51	1.47	1.53
4	Friendly Disposition	1.45	1.51	1.37
5	Sensitivity to Interests of Others	1.42	1.36	1.44
8	Adherence to a Work Ethic	1.41	1.47	1.36
6	Cooperative and Collaborative Work Tendency	1.39	1.36	1.36
9	Thoroughness and Attentiveness to Details	1.35	1.38	1.32
11	Desire to Generate Ideas	1.28	1.27	1.22
13	Cognitive Skills and Control	1.22	1.20	1.28

**- Survey Results -**  
**Essential Leadership Attributes For Deputy Chief**  
**Specific Questions Sorted by Score**

	Score
9. make decisions when required or requested.	2.00
55. make commitments and follow through on them.	2.00
58. deal honestly with citizens, employees, etc.	2.00
8. delegate to others the authority to get something done.	1.95
53. avoid temptations inherent in the job for behavior that breaches ethical standards of the organization and/or profession.	1.95
54. refuse to share or release confidential information.	1.95
56. keep one's word about doing things, even when it is inconvenient or unpleasant to do so.	1.95
57. have access to confidential information while resisting temptations to use it for personal purposes.	1.95
5. motivate others to perform effectively.	1.95
102. identify and evaluate options before taking action.	1.86
63. see things that need to be done and do them without waiting for instructions.	1.82
13. mediate and resolve disputes at individual, group, or organizational levels.	1.77
35. interact with others in a courteous, friendly manner.	1.77
18. work with dissatisfied citizens or service recipients to achieve a mutually agreeable solution.	1.77
15. mediate and resolve conflict situations.	1.77
23. try always to do the best possible work, not settling for work that is merely "good enough."	1.77
47. collaborate with other employees to achieve goals as a group.	1.73
45. work as part of an interacting work group.	1.73
67. work effectively and consistently, with little or no supervision.	1.73
33. interact with citizens, other service recipients, or other employees.	1.73
83. keep cool when confronted with conflicts.	1.73

111. read and comprehend complex written information.	1.73
25. improve one's performance by analyzing prior mistakes or problems.	1.71
20. negotiate with people outside the organization to settle conflict on behalf of the organization through agreement, synthesis, or compromise.	1.68
104. make decisions or take actions only after considering their long term implications.	1.68
14. negotiate with people within the organization to achieve a consensus on a proposed action.	1.68
29. interact with others in situations where he or she is representing the organization.	1.68
65. meet specified deadlines for completion of work.	1.68
105. base decisions on facts, logic, experience, and/or intuition.	1.68
4. motivate people to accept change.	1.68
6. persuade co-workers or subordinates to take actions (that at first they may not want to take) to maintain work effectiveness or accomplish a goal.	1.68
101. critically evaluate information presented to support a proposed decision or course of action.	1.68
3. initiate change within the person's work group or areas to enhance productivity or performance.	1.68
26. persevere in the pursuit of his or her own work goals even when unsuccessful.	1.67
37. give constructive criticisms tactfully.	1.64
36. listen attentively to the work-related problems of others.	1.64
89. remain calm in a crisis situation.	1.64
24. find ways to excel by improving the way work is done.	1.64
59. safeguard the property of others.	1.64
7. take charge in unusual or emergency situations.	1.64
32. please citizens and other service recipients through friendly interactions.	1.59
60. have access to valuables or substantial sums of money while resisting temptations to use it for personal purposes.	1.59
30. represent and promote the organization in contacts away from work.	1.59
66. arrive at appointment on time or ahead of time.	1.59
86. remain calm when questioned, criticized, or confronted by citizens, service recipients, or people in the organization.	1.59
103. solicit and consider differing options or points of view before making a decision.	1.59
46. work with one or more co-workers to complete assigned tasks.	1.59
22. work to excel rather than work to perform assigned tasks.	1.59
61. testify credibly and accurately in court.	1.59
2. take control in group situations.	1.59
12. help settle work-related problems, complaints, or disputes among employees or organizational units.	1.59
87. stay cool in responding to potentially dangerous situations.	1.59
100. analyze past mistakes when faced with similar problems.	1.59
85. keep cool in emotionally stressful situations.	1.59
48. help co-workers solve work-related problems or reach common goals.	1.55
72. conform to limitations and constraints on work and off-duty conduct in the interest of the organization's needs and reputation.	1.55
40. help, advise, and encourage people who are new to the organization or to a particular position in it.	1.55
91. help develop solutions for the work-related problems of employees or citizens.	1.50
92. develop innovative approaches to old everyday problems.	1.50
76. remain attentive to details over extended periods of time.	1.50
77. attend to details in working, or in planning work, to minimize glitches.	1.50
11. help people in work groups settle interpersonal conflicts that interfere with group functioning.	1.50

39. work compassionately with dissatisfied citizens or other recipients of services.	1.50
27. establish and meet challenging personal deadlines for reports or other work products.	1.48
19. negotiate with people outside the organization to gain something of value to the organization.	1.45
10. negotiate on behalf of the work unit for a fair share of organizational resources.	1.45
110. prepare written reports without substantial errors in use of language and/or problems in readability.	1.45
17. settle disputes among subordinates or coworkers through negotiations and compromise.	1.45
41. be considerate when duties lead to physical or emotional pain or discomfort of others (e.g., while administering emergency medical assistance, giving death notifications, etc.)	1.45
84. accept unplanned changes to work schedules or priorities.	1.41
21. work beyond the established or ordinary work period to accomplish objectives.	1.41
73. examine all aspects of written reports to be sure that nothing has been omitted.	1.41
51. help find solutions for the work-related problems of employees or citizens.	1.41
1. lead group activities through exercise of power or authority.	1.38
78. study all detailed aspects of projects to understand them fully.	1.38
99. solve complex problems one step at a time.	1.36
75. be a stickler for detail in reports, proofreading, planning or other job activities.	1.36
80. review all relevant information about previous projects to be sure that planning for new ones considers important prior experiences.	1.36
70. follow established work schedules and procedures.	1.36
82. adapt easily to changes in work procedures.	1.36
50. assist others when needed, even when some personal sacrifice is involved.	1.36
96. suggest new services or programs to meet the needs of citizens.	1.32
109. prepare written reports without substantial spelling errors.	1.32
68. follow instructions or orders even when disagreeing with them.	1.32
42. listen attentively to the family and/or emotional problems of people seen in the course of one's work (e.g., citizens, recipients of services, etc.)	1.32
64. work until task is done rather than stopping at quitting time.	1.32
97. find ways to improve the way work is done.	1.32
44. work in pairs or small groups where each person's work is dependent on or influenced by the work of others.	1.29
98. develop or suggest creative or original ideas.	1.27
74. inspect his or her own work (or the work of co-workers or subordinates) carefully and in detail.	1.27
38. deal gently with the feelings of others.	1.27
81. give close attention to every facet of duties of the position.	1.27
112. analyze problems and attend to details in the face of noise and other distractions.	1.27
62. prepare credible and accurate sworn affidavits.	1.23
95. suggest new areas of expansion of the organization's products or services.	1.23
93. suggest alternative conclusions when presented with results that seem to suggest only one possible conclusion.	1.23
34. start conversations with strangers easily.	1.23
16. compromise to achieve organizational goals, even at a cost to personal or work unit advantage.	1.19
113. step into a complex situation involving several people and figure out what probably happened before he or she arrived and what will likely happen as the situation unfolds.	1.18
88. perform effectively in environments where people are capable of violence, where even violent deaths may be anticipated.	1.18
28. seek challenging tasks.	1.14
90. present unconventional ways to do things that decrease costs or improve work effectiveness.	1.14
79. attend to all aspects of projects and activities to be sure they are completed.	1.10

69. work in personal isolation for long periods of time without a substantial drop in performance.	1.05
94. develop unusual or unique approaches to working with others.	1.05
43. take the time needed to provide sensitive care for children, the elderly, or others who cannot help themselves.	1.00
49. provide assistance to citizens or other service recipients throughout the work day.	1.00
107. accurately recall significant details of an event that has occurred within the past 12 hours.	1.00
106. apply memorized information in stressful circumstances.	0.90
108. attend to auditory information while performing other duties.	0.86
52. voluntarily assist co-workers with their work when the person's own workload permits.	0.82
71. work under conditions that may be physically uncomfortable.	0.68
31. arrange and host work-related social activities.	0.59

## LITERATURE COMPARISON OF LEADERSHIP ATTRIBUTES

[illegible]

## APPENDIX G

## COMPARISON OF LITERATURE AND SURVEY LEADERSHIP ATTRIBUTES

<b>Literature Attribute</b>	<b>Equivalent Survey Attribute</b>
Can build relationships/respect	General trustworthiness / Friendly disposition
Values and develops employees	
Visionary/change leader	General leadership
Shares decision-making/seek input	General trustworthiness
Open communicator	
Team builder	
Aware of organizational culture	
Empowerment/does not micromanage	
Ethical/Honest/Integrity/Credible	General trustworthiness
Self motivated	Ambition
Strategic thinker	
Goal oriented	
Technically competent	
Ability to learn	Ambition
Loyalty/trust	General trustworthiness
	Tendency to think things through
	Interest in negotiation
	Emotional stability

APPENDIX H

THE ESSENTIAL LEADERSHIP ATTRIBUTES FOR

GRESHAM FIRE & EMERGENCY SERVICES

FIRE CHIEF AND DEPUTY CHIEF

General trustworthiness

Friendly disposition

Values and develops employees

General leadership

Open communicator

Team builder

Aware of organizational culture

Empowerment/does not micromanage

Ambition

Strategic thinker

Goal oriented

Technically competent

Tendency to think things through

Interest in negotiation

Emotional stability